



## Positive Relationships and Behaviour Policy

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## **Behaviour Policy**

### **Introduction**

To achieve its aims and to enable effective teaching and learning to take place, excellent attitudes to learning and good behaviour are essential.

The philosophy of Kettering Park Infant Academy is based on inclusive principles. Kettering Park Infant Academy recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Executive Headteacher and all members of staff.

### **Application of Policy**

This policy applies to all members of Kettering Park Infant Academy community. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:

- Whether the child is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a child at the school at the time of the poor behaviour; and/or
- The severity of the misbehaviour, whether the child's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another child or member of the public or could adversely affect the reputation of the school and and/or Trust.

### **Roles and responsibilities**

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

#### **The Governing Body**

The governors will work with the school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from children attending the school. Governors will monitor and evaluate the impact of the policy and will hold the Head of school and Executive Headteacher to account for its implementation. Governors will ensure that they receive relevant training on exclusions, behaviour and discipline at least every two years. Governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Head of School and Executive Headteacher.



With the support from the Senior Leadership Team, they will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self- evaluate their behaviour management strategies. The Head of School and Executive Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Head of School and Executive Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

### **Staff**

All staff are responsible for:

- implementing this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable children may face.
- promoting a teaching and learning ethos which encourages all children to attend and participate in lessons whatever their level of ability or need.
- modelling positive behaviour.
- recording incidents of poor behaviour and any given sanctions.
- providing praise, rewards and reinforce positive behaviour.
- focusing on de-escalation and preventative strategies rather than being solely reactive.
- ensuring that the majority of children' education is not jeopardised by the disruptive behaviour of a minority of children.
- contributing to the development of systems which support and reinforce positive behaviour.
- recognising that there may be contributory factors which affect a child's behaviour and respond according to individual need.
- contacting parents if there is a problem with attendance, punctuality and about any concerns or problems that affect their child's work or behaviour.

### **Parents/Carers**

Parents/carers are expected to:

- support the school in the application and enforcement of this policy in line with the home school agreement; (See annex)
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.
- work with the school in support of their child's learning.
- attend meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- inform the school in writing of any medication their child needs to take.
- support their child in homework and other opportunities for home learning.
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible.



## **Children**

Children are expected to:

- behave in an orderly and self-controlled way.
- show respect to all members of the school community.
- in class, make it possible for all pupils to learn.
- move quietly around the school.
- treat the school buildings and school property with respect.
- wear the correct uniform at all times.
- accept sanction when given.
- sign and adhere to Home/School agreement.

## **Rewards**

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Rewards are as follows:

- Praise (oral and written)
- Dojo Points
- Stickers
- Messages home
- Star of the week certificates
- Displays of good work
- Celebration assemblies
- Badges

### **Star of the week certificates**

Class teachers to choose one child per week who has demonstrated excellent behaviour/effort/values. The certificate is presented in Celebration assembly on a Friday.

### **Values Certificates**

Children will be presented with a certificate linked to a specific school value if they have been seen to demonstrate that value.

### **Badges**

Pupils will be rewarded with badges for achieving 100, 300, 500 and 900 dojo points.

## Sanctions

- **Fix in 6.** Where a child's conduct falls below the standard which could reasonably be expected of them the school will impose sanctions. The school's approach is called 'fix on 6'. This means children are given a reminder, warning and time out to allow them to 'reset' their behaviour. The sanctions that follow are a negative dojo point, 5-minute loss of break or reward time, then removal from the class to a partner class. Poor behaviour following this will result with SLT being called. Pupils who hurt, swear, damage property or refuse instruction will automatically receive a 5-minute loss and loss of a Dojo point. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the child's age, any special educational needs or disability and any religious requirements.
- The particular level of sanction will depend on the severity and regularity of the behaviour.
- School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. Kettering Park Infant Academy recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding children's behaviour when necessary.
- The school encourages a restorative approach where pupils are asked to consider the impact of their behaviour.
- The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.
- Under no circumstances will illegal or inappropriate items be tolerated in the school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:
  - i. verbal abuse to staff and others.
  - ii. verbal abuse to children.
  - iii. use of inappropriate language.
  - iv. physical abuse to/attack on staff.
  - v. physical abuse to/attack on children.
  - vi. any form of bullying (to the extent not covered above)
  - vii. child on child abuse.
  - viii. indecent behaviour.
  - ix. damage to property.
  - x. serious actual or threatened violence against another child or a member of staff.
  - xi. sexual abuse or assault.

- xii. carrying an offensive weapon.
- xiii. unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour.
- xiv. malicious allegations against staff.
- xv. racist, sexist, homophobic or other forms of discriminatory behaviour.
- xvi. persistent truancy.

### Child on Child abuse

Our Trust recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence.
- Could put pupils in the Academy at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation or sexual abuse, such as indecent exposure, Sexual assault, or sexually inappropriate pictures or videos (including sexting).

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Child-on-Child abuse can include, but is not limited to:

- Bullying including cyberbullying.
- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexting.
- Initiation/hazing type violence and rituals

Procedures are in place to minimise the risk of child-on-child abuse and to investigate and deal with allegations of child-on-child abuse. Child-on-child abuse will not be tolerated, and individuals will be supported.

Different gender issues can be prevalent when dealing with child-on-child abuse. Child-on-child abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, on-line abuse etc.).

Staff are alert to the possibility that a pupil or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to pupils other than the current victim.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff will not dismiss some abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

At the Academy we try to minimise incidents of child-on-child abuse by:

- Providing a developmentally appropriate PSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe.
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Developing robust risk assessments where appropriate.
- Having relevant policies in place.

### **Fixed and Permanent Exclusions**

Only the Executive Headteacher has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The governing body can constitute a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

### **Children with Special Educational Needs and/or Disabilities.**

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other children of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the child receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of children with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a child may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a child whose behaviour is in consequence of their disability than would be imposed for a child exhibiting the same behaviour who does not have that disability.

A behaviour report will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the special educational needs policy for more information.

### **Investigating Incidents**

Using the restorative approach, initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Incidents which require further investigation or initial investigations of more serious offences will be carried out by a member of SLT. Children who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will generally be open and non-leading.

When more than one child is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, children may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other children may be compromised by that child remaining in the school.

## Search, Seize and Confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a child's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of children that are illegal or banned by the school and may confiscate, retain or dispose of a child's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a child's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other children to be educated. Where appropriate a member of staff may retain or dispose of a child's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search a child **with their consent** to look for any item banned by the school. Children must be first asked to empty pockets and bags themselves. If the child refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

The Head of School and other members of staff authorised by them have the power to search a child **without the child's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm

Staff should keep a record of any searches conducted on children and inform parents that a search has been carried out as soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

## Use of Reasonable Force

The school strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the Executive Headteacher has given the responsibility to be in charge or in control of the learners) are lawfully permitted to use reasonable force.

· The DfE clearly states when can reasonable force be used - reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

· The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

This power extends to times when staff are lawfully in charge of children but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, children may get anxious or agitated and strategies used to help children calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the child's own safety, the safety of other children and staff, or to ensure that property is not seriously damaged.

All incidents where children need to be held to help them to calm down will be recorded in the bound and numbered book, any and parents will be informed as a matter of course.

Key members of staff have restraint training, and they should be called upon in the event of a child needing to be restrained. However, this may not always be feasible in all situations.

Positive Handling Plans and Risk Assessments are in place for identified children where necessary and these are to be signed by parents / carers and all adults working with the child within the school

School does not use force as a punishment – it is always unlawful to use force as a punishment. Using physical interventions

Before using restrictive physical intervention staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of physical intervention could include:

- a. Passive physical contact resulting from standing between students or blocking a student's path.
- b. Active physical contact such as:
  - i) Leading a student by the hand or arm;
  - ii) Ushering a student away by placing a hand in the centre of the back

## Alternatives to physical intervention

Staff should recognise the need to effectively manage individual incidents by using various de-escalation strategies. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring that the student can see a way out of the situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other students, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.

Members of staff will always attempt alternatives to physical interventions to reduce the likelihood of situations arising where physical intervention may be required. This includes:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use 'positive touch'<sup>2</sup> to guide or escort students to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

Wherever practicable a student should be warned that physical intervention may have to be used before applying it.

All physical interventions at the school are conducted within a framework of positive behaviour management. The School's 'Positive Relationships and Behaviour Policy' rewards effort and application, and encourages students to take responsibility for their own behaviour. It also outlines the steps the school undertakes to ensure a calm, orderly and supportive school environment which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

## **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

The school wants to make sure that all children feel safe and are accepted in the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, online or written means and can be directed at both staff and children. The school practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the school's curriculum, through the active development of children's social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- i. take it seriously
- ii. investigate as quickly as possible to establish the facts
- iii. record and report the incident; depending on how serious the case is, it may be reported to the Head of School
- iv. provide support and reassurance to the victim
- v. make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- vi. discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- vii. ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- viii. consider whether exclusion is appropriate in light of the circumstances.

The school believes children should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of children and staff at its academies. Where a member of staff has reasonable grounds to suspect that a child is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's pastoral team. Following any such report an investigation will follow during which an authorised member of staff (SLT) may ask that the child gives them access to their social media account. In the event that the child refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the child.

## **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Head of School/Executive Headteacher in accordance with the school's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

## **Equality Statement**

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with The Equality Act 2010 and covers both direct and indirect discrimination.